

Design Phase Rubric

Teacher Centered



Learner Centered

Performance Indicator	Beginning <i>1</i>	Developing <i>2</i>	Proficient <i>3</i>	Transformative <i>4</i>
Demonstrate and model effective Instructional Design principles.	describe the principles of effective ID.	apply ID principles to an instructional problem.	facilitate discussion applying effective ID principles.	evaluate ID principles and engage students with effective ID.
Understand and define the stages of Instructional Design.	define the stages of ID.	apply the stages of ID to an instructional problem.	examine stages of ID and describe their importance to effective ID.	assess the different stages of ID evaluate each as it relates to effective ID.
Develop an ID plan and understand its relevance to Instructional Design.	identify all the elements of an ID plan.	discuss stages of ID plan and apply to ID.	create ID plan for a given instructional problem and discuss the relevance of each element to effective ID.	develop an ID plan that demonstrates an understanding of how all elements of ID plan work to solve an instructional problem.
Construct a concept map and understand its relevance to Instructional Design.	draw a concept map given an instructional problem.	discuss the relevance of concept map to an instructional problem.	analyze concept map and determine more effective solution to instructional problem.	design a concept map that will effectively resolve instructional problem.
Integrate concepts of Instructional Design to students specific problem.	describe the concepts of ID.	apply ID concepts to their own instructional problem.	construct well organized map for their own instructional problem.	justify the organization of the concept map that was produced for instructional problem.
Apply basic elements of visual design principles.	recall good visual design principles.	apply visual design principles to an instructional problem.	differentiate between different design principles for instructional problem.	choose appropriate visual design principles to engage students.
Design, production, evaluation of effective instruction materials using technology.	Needs support, remediation, review, does not see the big picture.	Acts somewhat independent, makes great decisions but still needs help with transferring skills, meets course requirement	Independent, fully active and makes advance decisions and generalizes beyond skills, meets course requirement and more.	Fully independent, leader, creative and decisions have broad implications, goes beyond course requirement.